

2011 Summer Reading Assignment: 10th Grade Honors English Parkland High School

Background and Expectations:

You have registered for 10th grade Honors English for your sophomore year English class. This is a challenging course that focuses on the development of oral and written literary analysis by the students. The above is accomplished through the study and discussion of the second half of American literature.

The College Board Advanced Placement Program English Committee “agrees with Henry David Thoreau that it is wisest to read the best books first.” To best direct you for a course of study that challenges you at an AP level and successfully prepares you for the AP Exam in 12th grade, the Committee believes that reading in an Honors or AP Level course “should be both wide and deep...should include the in-depth reading of texts drawn from multiple genres, periods, and culture.” The Committee also recommends “careful attention to both textual detail and historical context should provide a foundation for interpretation. Whatever critical perspectives are brought to bear on the literary works studied.”

We invite you to begin your experience by fulfilling the summer reading requirement for the course. The assignment will allow you to read and to experience a novel written by a celebrated American writer whose first novel achieves both critical and commercial success. Therefore, using this novel, you will practice reading, criticism, and exploratory and writing skills before the actual class begins in September. Then, when school begins in September, we will be able to commence immediately with our coursework.

Objectives:

1. Students will read *The Catcher in the Rye*, by J.D. Salinger. They may sign out copies of the novel from the PHS library; however, students are strongly encouraged to purchase their own copies so that they may annotate and take notes in the text.
2. Students will keep a reading log/journal while reading the novel. Entries should be word processed Word Documents, placed in a folder, and submitted to the teacher. Students should retain a copy of their submissions. Each journal entry should be dated, and a total of **ten** entries should be made while reading *The Catcher in the Rye*. **The Journal Entries are due on the first day of school during English class.**
3. Journal entries will follow a chosen path of exploration and will follow prompts selected and agreed upon by the Honors English teachers. Entries will include examinations of textual fragments of the novel, student responses and reactions to text, and insights into the reading of the novel framed by thematic and structural connections. The ten journal prompts are listed below and on the next page. Journal responses will be on average **one-half** page, (approximately 11 lines), typed and double-spaced in Times New Roman font, size 12 prose.
4. Students will use appropriate MLA in-text citation form (author’s last name and page number) when citing from a page in the novel.
5. Students will take an objective examination on the novel during the first week of school.
6. Students are expected to spend **no more** than eight total hours on this assignment.
7. Students should not refer to Cliff Notes, Spark Notes or the like to complete this assignment. Students are expected to write personal reflective responses to the prompts.

Note: While reading this novel you will come across various **allusions**. An **ALLUSION** is –an implied or indirect reference to a person, event, thing, or a part of another text. Most are based on the assumption that there is a body of knowledge that is shared by the author and the reader and that therefore the reader will understand the author’s reference. **Allusions** to biblical figures and figures from classical mythology are common in Western literature for this reason. However, some authors, such as T.S. Eliot and James Joyce, deliberately use obscure and complex allusions that they know few people will understand. You will be reading T.S. Eliot this year. Similarly, an allusion can be used as a straightforward device to enhance the text by providing further meaning, but it can also be used in a more complex sense to make an ironic comment on one thing by comparing it to something that is dissimilar.

Journal Entry Prompts:

While reading *The Catcher in the Rye*, make a note of any **allusions** you come across. There may not be an allusion in every chapter, but there are many that you should be able to recognize, and then try and ascertain how the **allusion** enhances the text.

Chapters One – Four:

Identify where Holden is at the very beginning of the novel while he is telling his story, and what is his view of the world at the beginning of the novel. You might begin your response by starting:

While I was reading these chapters, I notice Salinger creates a view of the world through Holden's eyes that

Chapters Five – Eight:

Two of the prominent literary elements in these chapters are foreshadowing and symbolism. You might begin your response by starting:

Chapter five begins with a snowball fight which Holden enjoys. The snow is symbolic of ...

Chapters Nine – Twelve:

Holden seems to focus on conversations with people throughout this novel. Discuss his encounters with the many different people in these chapters. What are the significances with the conversations with these varied characters? You might begin your response by starting:

Through a variety of conversations, Holden seems to...

Chapters Thirteen – Seventeen:

These chapters are filled with allusions and symbolism. Identify at least three of each, and explain their roles in the novel. You might begin your response by starting:

When Salinger uses allusions, I...

Chapters Eighteen – Twenty-two:

Throughout the novel, we have seen Holden's bravado. But bravado is most important in this section because Holden's interaction with Carl Luce and his sister Phoebe. Explain the interaction between Holden and Carl Luce and Holden and Phoebe. You might begin your response by starting:

Throughout the novel I have felt that...

Chapters Twenty-three – Twenty-six:

What is the turning point in the novel? You might begin your response by starting:

The turning point of the novel occurs...

Overall:

Holden Caulfield frequently speaks of phonies. Does Holden ever come across as a phony? How? You might begin your response by starting:

Holden's views on phonies is...

Overall:

Holden tells Mr. Spencer that he feels trapped on "the other side" of life. How does this statement help establish one of the themes of the novel. You might begin your response by starting:

Holden's statement to Mr. Spencer about feeling trapped on "the other side" helps to establish the theme of...

Overall:

Holden seems to have a variety of relationships throughout the novel. Discuss the different types of relationships Holden attempts and the different types of intimacy in the book. You might begin your response by starting:

Holden reminds me that relationships can be...

Overall:

Over the course of the novel, Holden discusses several heroes. Who are these heroes, and what is their significance? You might begin your response by starting:

Holden's "heroes"...

Summer Assignment Scoring Process:

(Total Points for this Project including journal and exam will comprise no less than 1/5 of the 1st marking period grade)

AP/Honors English Summer Assignment Reading Response Rubric

Criteria	4	3	2	1
Insight and Thoughtfulness of Response	<ul style="list-style-type: none"> The student shows evidence of understanding the question as indicated by the logic, analysis and insight used in the response. 	<ul style="list-style-type: none"> Student understands the question as evidenced by response, but response may lack some detail and/or insight. 	<ul style="list-style-type: none"> The writer has the general sense of the question as indicated by limited analysis. 	<ul style="list-style-type: none"> The writer has a very vague understanding of the question as indicated by the illogical response.
Style and Voice	<ul style="list-style-type: none"> The style and voice are clear and eloquent. Reflections are thoughtful, focused and meaningful. Writing is at an advanced level for grade. 	<ul style="list-style-type: none"> Voice and style are still developing, but clear. Writing is appropriate for grade level. 	<ul style="list-style-type: none"> The style and voice are unclear, stilted and/or lacking. Shallow understanding of the broader purpose of the writing prompt. Writing level is marginal at best. 	<ul style="list-style-type: none"> Response is hurried and lacks detail, resulting in undeveloped ideas. The writing is ineffective and lacking an appropriate maturity level.
Textual Support	<ul style="list-style-type: none"> There is strong and appropriate evidence from the text to support remarks. Page and paragraph references cited correctly. 	<ul style="list-style-type: none"> There are some references to the text with page or paragraph references, but they are limited in number and not fully explained. 	<ul style="list-style-type: none"> Allusion to references but no page or paragraph references are given. 	<ul style="list-style-type: none"> There are no references to the text for evidence or support of remarks.
Conventions	<ul style="list-style-type: none"> Evident control of grammar, mechanics, spelling, usage, and sentence formation. 	<ul style="list-style-type: none"> Sufficient control of grammar, mechanics, spelling, usage, and sentence formation. 	<ul style="list-style-type: none"> Limited control of grammar, mechanics, spelling, usage, and sentence formation. 	<ul style="list-style-type: none"> Minimal control of grammar, mechanics, spelling, usage, and sentence formation.